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ABSTRACT

Future teachers' attitudes about the role of teacher changes over time. At the teacher preparation level, two of the key positions defining the role are the faculty members and the prospective teachers. Studies relating to the socialization process in teacher preparation indicate that the views of prospective teachers changed throughout the professional program and grew to be similar to those of the professors. A study of teacher educators and future teachers in the secondary physical education field shows that both groups defined the subroles of the teacher as instructor, interpersonal interactant, planner, professional member of a school staff, and program manager. Differences in the way prospective teachers and faculty members view the role were that teacher educators showed more consensus than the students, the students also had a tendency to view all competencies as of great and equal importance, and the faculty rated the subrole of instructor as more important than interpersonal interactant while students ranked interpersonal competence as slightly more important. Teacher educators and teacher education programs need to formally assist the student in developing the teacher role definition by describing the best role of the physical education teacher and teaching according to this model. (CJ)

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We know from research that, through a socialization process, future teachers' perspective of the role of teacher changes over time. These changes represent growth in understanding the role as a result of first seeing it from a students' perspective in public school; then from a prospective teacher position, in which you were a student sometimes and a teacher sometimes; and, finally, from a full fledged teacher perspective as you and some others define the role. Along the way, many factors effected the development of your definition or way of being teacher. When prospective teachers at UW-La Crosse were asked how they developed their definition for high school physical education teacher, they indicated that the following experiences were most helpful:

The last year and one-half (in group discussion, tests, and papers) while at school here as a student.

When I was in high school I looked at what I liked and didn't like in the teachers I had. This is how I decided what I wanted to be.

In junior high, I had a great teacher/coach model.

From participation on athletic teams.

From knowing what I don't want, by observing teachers. If I agree with what I see a teacher doing I try to model it. If I see things that I don't like, I set goals to be different.

From summer jobs and experiences working with kids here and other places.

Maybe your list of factors effecting the definition which you now hold for what is teacher would be similar.

Crutial to this discussion is the notion that there are no absolutes established for the role of teacher. Intuitively, the reason for no absolutes definition would seem to stem from the various perspectives and levels of involvement which interest in defining the role of teacher.

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Administrators define teacher from a policy-maker position, parents from a protector position, and psychologists from a mental health perspective (Redl and Wattenberg, 1959; Ginotte, 1972; Morrison and McIntyre, 1969). In the professional preparation setting, we all assume that we know what good physical education is, but this is determined from a personal position and is dependent on each individual's involvement with physical education teacher (Pace, 1979).

I would like to spend time today talking specifically about the professional preparation phase of the socialization (or learning) process.

At the teacher preparation level, two of the key positions defining the role are the faculty members and prospective teachers within a teacher preparation program. Studies relating to the socialization process in teacher preparation indicate that the views of prospective teachers changed throughout the professional preparation program and grew to be similar to those of the professors in their field of study (Brim, 1966). Weber (1974) conducted a study of the role definitions of prospective and public schools physical education teachers, administrators, non-physical education public school teachers, and physical education professional preparation faculty for the role of female high school physical education teacher. Her study indicates that the congruence between the senior student group and university faculty group was greater than between any other two groups of subjects used in her study. Hoy (1967, 1968, 1969) and Templin (1978) conducted investigations which demonstrate a change in perspective from humanistic to custodial during the field experience phase of the professional preparation program. These studies and others (Burlingame, 1972, and Edgar and Warren, 1969) indicate that prospective teachers grow to be like the professional preparation faculty during teacher training, and away from this perspective when they enter the professional world of the public school teacher.

An understanding of this dilemma caused me to begin to think about and ask "what effect might professional preparation have on prospective teacher's adjustment and growth as teacher?" Based on past research, I began to ask, "How similarly are prospective teacher and faculty member's definition of what is teacher? Are the role definitions really similar or is this so just in contrast to other groups of role definers? How is the role of teacher developed from the faculty and prospective teacher perspective?" By using an 89-item list of competencies expected of high school physical education teachers, I was able to pin point the amount and degree of similarity which existed between 33 physical education faculty members at UW-La Crosse and 68 physical education majors who were just about to enter student teaching. Results of this study indicate that faculty members and prospective teachers view the role of high school physical education teacher very similarly. The subroles used by both groups to define the role of teacher were: teacher, interpersonal interactant, planner, professional member of a school staff and program manager.

SUBROLE FIVE: TEACHER

Item	Competency
16	Analyze movement and performance and bring about its improvement.
46	Select and apply appropriate evaluative and measurement techniques.
15	Analyze and interpret theoretical concepts of movement (e.g., space, time, force).
43	Cooperate with other professionals in program planning.
5	Plan daily lessons which carry out the objective of the school and the physical education curriculum.
58	Demonstrate a well-defined value system which reflects a personal philosophy of living from which students may draw positive guidelines for their own behavior.
70	Demonstrate a personal philosophy of teaching and coaching based on a knowledge of human needs and the learning process.
53	Interpret and effectively utilize evaluation results.
52	Maintain a normal range of self-control and emotional stability under stress.
8	Utilize latest research findings regarding the exceptional child.
68	Apply appropriate instructional techniques to the teaching of coeducational activities.

SUBROLE FOUR: INTERPERSONAL RELATIONS

Item	Competency
26	Observe student behavior objectively and respond with understanding.
27	Evaluate effectiveness of physical education program in meeting the needs and interests of all students.
23	Plan a physical education program which provides for individual differences among students including needs of exceptional students.
6	Help students develop positive self-concepts.
13	Apply knowledge of the concept of progression to the age and skill level of the student.
21	Apply techniques which develop and sustain satisfactory human relationships.
11	Relate effectively to students possessing varied cultural and environmental backgrounds.
40	Demonstrate an understanding of the broad scope of health concerns, needs, and problems in communities and in the world today.
47	Analyze and interpret strategy and rules of individual, dual, and sport activities.

SUBROLE THREE: PLANNER

Item	Competency
3	Apply appropriate techniques for group instruction.
32	Apply an understanding of the mechanical principles of movement to the teaching of movement skills.
36	Apply the principles of motor learning to the teaching of movement skills.
12	Apply an understanding of physiological concepts to the teaching of movement skills.
41	Apply a variety of teaching methods ranging from teacher-directed to self-directed.
71	Recognize student health problems and needs.
50	Take appropriate action when a student is identified with a physical problem (structure, eyes, sickness, etc.).
14	Teach and apply concepts of safety for accident prevention.
28	Develop defensible aims and objectives for professional work.
22	Evaluate the physical growth and development of the student.
56	Interpret and utilize research findings related to the appropriate developmental and skill level of the student.
37	Apply appropriate techniques for individualizing instruction.
38	Maintain cognizance of current educational trends; evaluate the utilize new materials when appropriate.

SUBROLE TWO: PROFESSIONAL MEMBER OF SCHOOL STAFF

Item	Competency
80	Assume professional responsibility within the school.
88	Utilize problem-solving techniques in making decisions related to physical education.
42	Demonstrate high professional standards and a desire for continuous growth and learning.
33	Formulate and implement an effective plan for coping with students who are injured or become ill during classes or other school related activities.
81	Interpret the interrelationship of physical education within the total school program.
25	Relate what is taught in physical education to the total learning of the student.
31	Evaluate the psychomotor performance of the students.
65	Interpret the historical and philosophical concepts of physical education and its related programs.
76	Follow a physician's recommendation for adapted activities for physically limited students.

SUBROLE ONE: PROGRAM MANAGER

Item	Competency
30	Develop curriculum guides and other program documents when appropriate.
61	Assume an active role in pertinent professional organizations.
17	Demonstrate knowledge of first aid, administer emergency care including care of common athletic injuries.
35	Demonstrate proficiency in the performance of movement skills essential to the effective teaching of movement and various individual, dual, and team sports.
63	Demonstrate an understanding of the process of change and innovations.
75	Plan for "social" programs, e.g., physical education demonstrations, club programs, faculty recreation, inservice programs and other similar events.

The differences in the way prospective teachers and faculty members view the role include:

a) the faculty members showed more consensus than the prospective teachers in defining the role of high school physical education teacher. An important dimension of role expectations is the degree of commonality or similarity in role perception among the groups of role definers. This concept is labelled consensus and is a measure of the strength of position of the socializing force (Gross, Mason, and McEachern, 1958; and Bible and McComas, 1963). Application of this research to the present study implies that the more consensus there is among the teacher trainers' definitions of the role of teacher, the greater will be the conformity or acceptance of this definition by the prospective teacher. I'll come back to this point later.

b) the study I completed showed some tendency for the prospective teachers to view all the competencies from the 89-item teacher competency questionnaire as of very great importance. If this finding is truly representative of the situation; one might conclude that the prospective teachers don't have a firm conception of the role in contrast to faculty. It seems to me that the more firm a prospective teacher's definition of teacher, the more stable this person is with the role being played, and therefore the less this definition will change over time and particularly after leaving the professional preparation program.

c) a third and final difference between the faculty members' role definition and that of prospective teachers concerns the fact that the faculty ranked the subrole of "teacher" as more important than "interpersonal interactant" while the prospective teacher saw the personal touch as just slightly more important than the subrole of teacher. However, these differences were minor in all cases.

Turning to the results of the study which relate to how the role of physical education teacher is developed over the course of the professional preparation program (collected through interviews) our students and faculty members indicated that the program approaches

<u>Level</u>	<u>less-more expected basics-specifics</u>	<u>Expectations</u>	<u>activity-theory</u>	<u>Orientation</u>
early		Perform (general skills)		Student
later		Learn specific teaching related knowledges and techniques		Teacher

Diagram 1.-- Flow Within Professional Preparation Program

the preparation of high school physical education teachers by flowing from basics to specific, activity into theory, and from less to more expected as students become prospective teachers. The expectations for becoming a teacher are emphasized to varying degrees and related to each other in some of the courses within the teacher preparation program. The final product (high school physical education teacher) is expected to demonstrate psychomotor skill and professional characteristics such as knowledge of the cognitive, and affective concepts of teaching and personal qualities.

Prospective teachers gain greater awareness of expectations for the role of high school physical education teacher as they progress through the program. Their final definition (just before student teaching) was derived through the help of the program, faculty members, teachers, coaches, and, particularly, from placing themselves in the actual role of teacher. Both the faculty and prospective teacher groups expressed confidence in their ability to produce and be (respectively) proficient high school physical education teachers.

In conclusion to the results of this study, students are learning to be teacher by the professional preparation definition of what is teacher. The previous discussion gave you a description of the program and faculty impact on the prospective teachers' development of the role. One should understand that socialization in teacher education is at the present time a very subtle thing. One interesting finding from the present study was that, despite the fact that a great deal of similarity did exist in our prospective teacher and faculty members' role definitions, in many cases the students were not aware of the faculty members' expectations for the role of teacher. In addition, the prospective teachers' didn't think that the faculty members' role definitions were the same as theirs, and the faculty members didn't think that the prospective teachers would be specifically aware of faculty members' role definition, however again, the data collected does indicate a great deal of similarity. This leads me to ask if preparing teachers to teach and specifically dealing with teaching in the professional preparation program has become more a part of a hidden curriculum as opposed to a formalized one.

There are several points that I'd like to focus on as a reflection of my study and additional awareness gained. First of all, we should understand that preparing teachers is not a simple task. The situation

is very complex. The role relationship of college and prospective teachers is complicated by the occurrence of several simultaneous role positions (Burlingame, 1972). In the physical education setting, the college instructor is a teacher of prospective teachers who teaches the latter the role of high school physical education teacher. The prospective teacher functions as a student learning about the role of physical education teacher from the college instructor. Each role position in this socialization process is involved in developing the competencies necessary for the role of teacher. However complex this situation might be, we do know that when (Lortie, 1975):

socialization is potent, the predispositions of newcomers becomes less important than time; the selves of participants tend to merge with the values and norms built into the occupation.

When impact can professional preparation have on developing the role of teacher? A look at the literature on consensus and role conflict tells us that the strength of position of the socializing force has an effect on clarity of the role and effectiveness in playing the role. My work with student teachers and interns at UW-La Crosse and the personal experience that you have had helps us be aware of the insecurity involved in the student teaching phase of the professional preparation program. Gross, Mason, and McEachern (1958) tell us that:

lack of clarity in role expectations leads to decreased effectiveness and productivity. These are discernible in such reactions as personal frustration and strain.

Sarbin and Allen indicate that:

if role expectations are unclear, the person doesn't know what role enactments are appropriate and can't forecast the complement conduct of other interactions.

The amount of insecurity and role strain that you and others experience during student teaching depends, in part, on how ready the individual is to play the role and how similarly your definition of the role is with the real world. Further, the professional preparation impact in terms of building long-term role definitions depends on the stability of the role position. The more firm the role definition, if it represents reality, the less the role strain and the more success the person will feel when playing the role of teacher. We need to formally assist the student (prospective teacher) in developing the teacher role definition from a teacher's perspective.

According to the prospective teachers at UW-La Crosse, the following experience need to be included more often:

Teaching public school students as a part of course work.

Observing and helping as a volunteer teacher or coach and peer teaching.

Preparation of unit and lesson plans and projects which involve teaching strategies.

If we really want our professional preparation definition (formal or hidden) to have an impact, we must specifically deal with the issue of being teacher more often and place people in the role of teacher sooner and more frequently throughout the program. There needs to be less time spent as student in the prospective teacher's role. Now, we still have the problem of no absolute definition of what is teacher, but the best solution, in my mind, for right now is to describe the best role of physical education teacher as it presently exists and teach to this model. At present, we at the college level must focus on the role as it is being played in the best of our public school programs and specifically deal

with this model throughout our contact with prospective teachers. We must educate for the best of what is and use this to build what might be

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